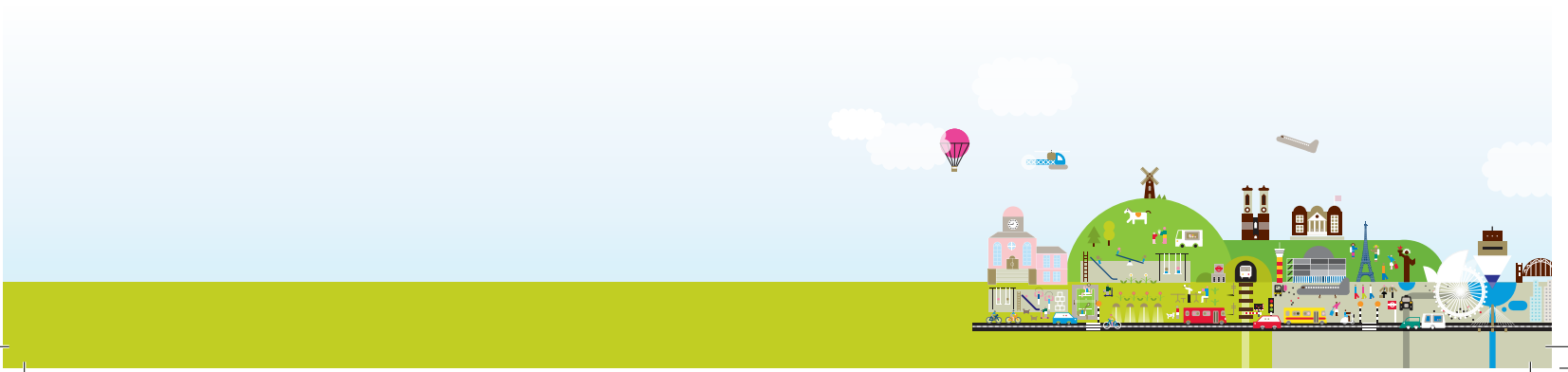


Cambridge English Centenary Competition for Schools 2013

Classroom project guide for teachers





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Introduction

We are delighted your school is joining us in celebrating 100 years of Cambridge English exams. In 1913 just three candidates took our Cambridge English: Proficiency (CPE) exam and today over 4 million candidates throughout the world take our exams each year.

This *Classroom project guide* includes 10 projects you can work on with your students, each with 10 supporting activities – 100 activities to celebrate our centenary. The projects are suitable for learners from 5 to 19 years old, with a suggested age range indicated at the beginning of each project.

You can adapt the projects to suit your classes. Use a few of the activities, all the activities or make up your own. You don't have to stop at one project; you can do as many as you like. There will be prizes for the schools that produce the most impressive project work.

The school that submits the best entry will win £3,000 of educational equipment for their school. There are two runner-up prizes of £1,000 of educational equipment. We will also publish the best entries on our website.

We hope that, by entering our competition, you will enjoy working with your students on a class project that motivates them in their English language learning and extends the range of materials available to you.

Good luck in the competition!



Getting started

STEP 1 Choose your project

You may like to talk to your class and choose a project together. There are 10 projects to choose from and some are better suited to particular age groups.

STEP 2 Decide how to run your project

Each project comes with 10 example activities to make it easy for you to get started. You can do whatever you want with these activities or come up with your own. You can be as creative and original as you like and you may find your students come up with the best ideas.

STEP 3 Decide when to run your project

What would work best for your school? You could consider:

- working on the project over the course of a week, month or term
- involving the whole school
- arranging a Cambridge English day where everyone works together on the project
- organising a Cambridge English evening so you can involve parents and governors too.

STEP 4 Promote your project

Let the whole school, including parents and school governors, know that your school champions English language learning.

Motivate your students

STEP 5 We hope you will enjoy working together on your project and that your students will become even more enthusiastic about learning English. Remember, the more successful your project, the more likely you are to win the competition!

Enter the competition

STEP 6 We want to hear all about your project. What did you do? Did your students enjoy the opportunity to practise their English in a fun way? Share your stories, pictures and videos with us, by downloading the competition entry form on our website (www.cambridgeenglish.org/centenarycompetition). Remember to submit your entry by 31 October 2013.

Choose another project

STEP 7 If you and your students enjoyed the experience, you could decide to work together on another project.

For more information about entering the competition, go to

www.cambridgeenglish.org/centenarycompetition

Terms and conditions apply.



Project 1: The world came to our house today (ages 8+)

Description of project: Give a presentation (in groups) on the international origins of the objects around you.

Age group: Activities 1–6 are for children aged 8+. Activities 7–10 are more suitable for children aged 12+.

ACTIVITY 1: (AGED 8+)

Reviewing major country names on a map. Find a large map of the world and give each student/ pair of students a country name and get them to stick this name on the map. If your students encounter other countries in the following activities, they can then add these new country names to the map after each activity.

FOCUS: VOCABULARY

ACTIVITY 2: (AGED 8+)

Find an object with a sticker or a stamp on it that says where the object was made. For example, many toys are 'made in China'. For homework, ask your students to look for five objects in their house that were made in different countries. They must draw/sketch/take a photo of these objects then bring the pictures to the next class. In class, students find out the English words for the objects they have drawn. Your students may know what some of the objects are called. If they don't know what they are called, encourage them to find out by asking a partner, a teacher or finding the word in a picture dictionary. Put all the pictures on a table and students pick up the pictures of the words they know.

FOCUS: READING AND SPEAKING

ACTIVITY 3: (AGED 8+)

Supermarket/food shop treasure hunt. Go to a supermarket and explain to your students that the food in a supermarket comes from different countries. Alternatively, you could set up a 'supermarket' in school by asking your students to bring in food items from different countries from home. Then give the students a list of countries and ask them to find a product that comes from each country on the list. Pass these items around the class and ask students to identify where each item comes from and note it down on their worksheet.

FOCUS: READING

ACTIVITY 4: (AGED 8+)

Vocabulary input may be necessary as your students may not know all the words on these imported goods. Depending on the level of the class, it could be anything from simple nouns to words like 'fairtrade' and 'carbon footprint'. For a searchable listing of words and phrases in English, use the free English Vocabulary Profile at www.englishprofile.org

FOCUS: VOCABULARY



ACTIVITY 5: (AGED 8+)

In pairs, students write down the products that would be in a typical shopping basket of food (the sort of food that a parent would buy for a typical weekly shop). Students look at where these foods come from. They may already know where some of this food comes from but they can find out about other products by looking at the packets they have at home. They could also note down the prices of the product and therefore work out the cost of a typical weekly shop.

FOCUS: WRITING AND READING

ACTIVITY 6: (AGED 8+)

Ask your students to write the names and prices of the products from their shopping basket next to the countries on a map of the world. They can then total up the amount that each country has earned from this shopping trip.

FOCUS: WRITING

ACTIVITY 7: (AGED 12+)

Discuss with the class the advantages of buying local produce rather than buying imported goods (the food is fresher, there is a lower carbon footprint, it keeps the money in the local economy, it keeps local people in jobs, etc.). Why do people buy imported goods? (These goods are not made in their home country, they are exotic, people want to eat international food/have international things, etc.)

FOCUS: SPEAKING AND LISTENING

ACTIVITY 8: (AGED 12+)

In groups, get your students to choose three objects from their homes or schools that they think have interesting origins. The groups then research the places where the objects came from. How many people were involved in making each object? What sorts of places do they work in? How difficult are the objects to make? Were many machines involved?

FOCUS: READING AND SPEAKING

ACTIVITY 9: (AGED 12+)

Groups then work together to prepare a presentation about the most interesting object they have researched. They can create visuals for this as a handout or on the whiteboard. The teacher needs to monitor closely in order to help with language questions, feed in vocabulary, etc. Groups also write down three questions about their presentations to ask students to ensure they have listened carefully.

FOCUS: SPEAKING AND WRITING

ACTIVITY 10: (AGED 12+)

Groups give their presentations. After each presentation, the group asks their three questions and the rest of the class writes their answers individually. Go through the answers at the end of the lesson and get students to mark each other's test. Give a prize for the best presentation and the highest-scoring student.

FOCUS: SPEAKING AND LISTENING



Project 2: Friends forever (ages 12+)

Description of project: Produce a short play with the theme of friendship. This could be performed in front of the school and/or recorded.

Age group: All activities are suitable for children aged 12+. Remember that some of the activities can be adapted to suit younger children. For example, for Activity 1 you can ask students to tell you who their best friends are and what qualities they have.

ACTIVITY 1:

Ask your class about the qualities they look for in a good friend – you could make a list of these qualities on the whiteboard (for example, they must be honest, kind, fun, reliable, trustworthy, have a good sense of humour, etc.). Either ask your students to write about their best friend's qualities or get them to write about themselves. If you choose the second option, you could read out the descriptions that students have written about themselves and get the other students to guess who you are talking about.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 2:

Listen to some episodes of 'The Flatmates' (on BBC World Service's Learning English website www.bbc.co.uk/worldservice/learningenglish/flatmates). Please note that some episodes of 'The Flatmates' may have quite difficult language or may not have an appropriate topic for the age group you are teaching, so make sure you choose an appropriate episode for your students. You can download the scripts for most of the episodes. You may want to hand out the scripts after they have listened to the episode and talk about what makes a good play. Focus on what makes good dialogue. Do people talk differently when putting on a play than they do in real life? (In most plays, the characters usually talk about things that move the story on so a lot of the boring/repetitive things that people often say in everyday life will not be in a play – this is to keep the audience interested.)

FOCUS: LISTENING

ACTIVITY 3:

Explain to your students that they are going to write their own play. As a class activity, brainstorm the following points with the students:

The setting – 'The Flatmates' is set in a flat; where could your play be set? A school, café, shop, etc.

The main characters – think of three to four different characters (two men and two women of different ages who are friends, for example).

The scenario – what exciting thing could happen at the start of the play? For example, in a shop, some money has gone missing from the till; or in a school, the characters find themselves locked in a classroom.

The title – this should be easier to come up with when you have decided on the points above.

The first line of the play – for example, 'Oh no, the door is locked. What are we going to do?'

FOCUS: SPEAKING AND LISTENING



ACTIVITY 4:

Write the play. The way you do this will depend very much on the age/ability of your class. You could put students in groups, nominate one student as the writer and get the students to write the play following on from the first line that you created together (see above). If your students need more guidance, you could write the play as a class, getting them to shout out lines as the play evolves. Follow on from the first line of dialogue and write the whole script on the whiteboard.

FOCUS: WRITING

ACTIVITY 5:

When you have a script or scripts, it's time to rehearse the play. Ask your students to practise in groups with the scripts they have written in their groups or the class script (make sure that all characters get a speaking part). For the first few times of reading the script, they should be sitting down and working on their pronunciation, intonation and projection. If the teacher notices any instances where intonation affects the meaning then they can point this out to the whole class (for example: 'Really' said with a rising intonation shows surprise, but if you use falling then rising intonation it suggests that you don't believe the person you are speaking to). Encourage students to amend the script slightly if they think the characters might say something different or if they find it difficult to say certain parts. After students have read the scripts through a few times and when they feel confident, get them to move around and act out the play. Encourage groups to think about where their audience is so that they speak clearly and can be understood.

FOCUS: SPEAKING

ACTIVITY 6:

Before they perform, ask your students to design posters and leaflets to publicise the performance. Show them some examples of good posters advertising plays. Help the students with the language they need to encourage people to attend. For example, the imperative works well, as do questions – 'Do you love plays? Well, come to see the world premiere of ...' When the posters are ready, put them up around the school.

FOCUS: WRITING

ACTIVITY 7:

Ask your students to perform their play in front of an audience, perhaps including their parents. You could video the performance and share it with your Cambridge English Penfriends partner school (to do this you will have to match with a partner school). If some students are not performing then encourage them to operate the video camera, or help backstage. Let them practise with the camera beforehand.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 8:

During the performance, a student could take photos. These photos could then be used to create a photo display (a kind of photo-story of the play). Students can then add dialogue to the photos by sticking on speech bubbles. This will enable them to revisit language that they used in the performance.

FOCUS: LANGUAGE REVIEW



ACTIVITY 9:

Organise an awards ceremony at the end of the project and give personalised certificates to students who you think did well in certain areas. For example, certificates for writing some excellent lines of dialogue, skilled acting, accurate pronunciation or voice projection.

FOCUS: LANGUAGE REVIEW

ACTIVITY 10:

Find some examples of play/film reviews. Ask your students to read the reviews and highlight the language that is used to praise and criticise. Ask your students to write a short review of their play for their local newspaper. They can be as critical as they like.

FOCUS: READING AND WRITING



Project 3: How English will improve my future (ages 8+)

Description of project: Produce an essay or poster that sums up why English is important for your future.

Age group: The age groups within this project are very varied, so please check the individual activities to match them to the age of your students. Remember that some of the activities can be adapted to suit younger children.

ACTIVITY 1: (AGED 12+)

Discuss with the class why they think English is important for their future. You could look at the Cambridge English Language Assessment recognition page with your students (www.cambridgeenglish.org/recognition) and think about why organisations accept Cambridge English exams.

FOCUS: READING AND SPEAKING/LISTENING

ACTIVITY 2: (AGED 8+)

Set a task for your students to do at home. They should talk to their family about anyone they know who has achieved success because of learning English. It is better if this is somebody the family knows, but if not, it could be anyone – a famous footballer, an actor, etc. They should think about whether this person could have achieved the same success without English.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 3: (AGED 8+)

Ask your students to talk to the class for a minute about the person who they talked about in Activity 2. They could talk about the following: who the person is; what they do; how good they are at English; how learning English has helped them in their life.

FOCUS: SPEAKING

ACTIVITY 4: (AGED 10+)

As a class, discuss some of the common themes from your talks. What do your students think are the main reasons that people learn English (for work, for study, to live abroad, to access information on the internet)? Can they think of others?

FOCUS: SPEAKING AND LISTENING

ACTIVITY 5: (AGED 8+)

Review the language your students can use to talk about their future. The type of language you look at will depend very much on the age of your students: it could be 'will', 'going to', right up to 'in an ideal world', 'all being well', 'assuming I get the right qualifications', etc.

FOCUS: LANGUAGE DEVELOPMENT



ACTIVITY 6: (AGED 8+)

Ask your students to make a poster or write an essay that sums up why they think English is important for their future. Posters will work well with younger learners and more visual students. Older students may want to write an essay instead, so give them the choice of how they do this. Students can do this activity on paper or on computer. They should think about a title, strong messages they want to write and any images or visuals that will help to get the message across.

FOCUS: WRITING

ACTIVITY 7: (AGED 8+)

Get your students to show their essay or poster to a partner. Encourage them to give constructive feedback to each other so that they can make improvements to their work.

FOCUS: READING AND SPEAKING

ACTIVITY 8: (AGED 8+)

Arrange a class exhibition where you put the posters/essays on the wall and invite students from other classes or parents to come and look at your students' work.

FOCUS: READING

ACTIVITY 9: (AGED 10+)

Before the exhibition, ask your students to make a list of the main reasons that students learn English. During the exhibition, get your students to conduct a survey by asking everyone they talk to about the reason why they are studying English. They will be able to do a tally under the reasons and add any new reasons to their list.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 10: (AGED 10+)

As a class, look at the findings of the survey. Were there any variations between results? Is there agreement on the main reason that people study English? Ask students to present their results visually – as a bar chart or pie chart. Display these results on the wall.

FOCUS: SPEAKING AND LISTENING



Project 4: Our class diary (ages 6+)

Description of project: Produce a booklet of diary extracts then share it with your Cambridge English Penfriends partner school. Note that most activities in this project are for students aged 8 and over. It is important to ensure that the school you swap diaries with has students who are the same age as your students.

Age group: All activities are suitable for children aged 8+. Activity 4 can be adapted to suit children aged 6+. Please see more details below.

ACTIVITY 1: (AGED 8+)

Find a partner school and check they would like to work with you on this activity. Tell the class about the partner school – tell them which country it is in and find out what your students know about this country.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 2: (AGED 8+)

Show your students some different examples of diaries (*Diary of a Wimpy Kid*, *The Secret Diary of Adrian Mole*, etc.). Or, if you can't find diary extracts that are appropriate for your class, you could write your own diary for the day before. When the students read it, they have to guess whose diary it is.

FOCUS: READING

ACTIVITY 3: (AGED 8+)

Ask your students to highlight the narrative tenses that are used in the diary extracts you look at (past simple, past continuous, etc.) and review the language that is used for describing everyday activities (I got up at/had my lunch at ..., etc.)

FOCUS: LANGUAGE AWARENESS

ACTIVITY 4: (AGED 6+)

Set your students a homework assignment to keep their own diary for a week. Get them to decide on the format that they will use for their diary: text only; text and drawings? Younger students who cannot yet write in English could make a diary by sticking things in their diary – important tickets, sweet wrappers, leaves from trees, etc.

FOCUS: PLANNING

ACTIVITY 5: (AGED 8+)

When your students have kept their diaries for a week, get them to share their diaries with each other. You can have the diaries on different tables around the room and let students go and read each other's diaries. As a class, discuss what they have read in the diaries – which activities are common to all students and which activities are particularly interesting or unusual?

FOCUS: READING AND SPEAKING



ACTIVITY 6: (AGED 8+)

As a class, decide which entries should go into a class diary that you will then show to your partner school. Or, if you prefer, let students work in groups and decide which entries from the diaries in their group would be of interest. What kind of entries will they choose – funny, serious, unusual, informative, or a combination of these types?

FOCUS: SPEAKING

ACTIVITY 7: (AGED 8+)

Get your students to design the class diary. You may want to make photocopies of the entries the students have chosen so they can stick them in a big scrapbook. Or students could staple the photocopies together and make a front cover. Your students may also want to stick pictures in the class diary or draw illustrations to make it more interesting for the partner school.

ACTIVITY 8: (AGED 8+)

Swap class diaries with your partner school.

ACTIVITY 9: (AGED 8+)

Get your students to look at the partner school's diary. If possible you could separate out the pages of the partner school's diary so that you could put them around the room. Students can then enjoy reading extracts from the diary. Get your students to talk about what their favourite diary entry is. As a class, talk about whether the partner school students' daily activities are the same as or different from your students' daily activities.

FOCUS: READING AND SPEAKING

ACTIVITY 10: (AGED 8+)

Ask your students to write letters to your partner school to thank them for the diaries and highlight any similarities or differences between the students' everyday lives.

FOCUS: WRITING



Project 5: Welcome to my home town (ages 8+)

Description of project: Produce an audio or written guide for tourists to use when they visit your town or city.

Age group: The majority of the activities are for children aged 10+. Activity 1 is suitable for children aged 8+ and Activity 5 is more suitable for children aged 14+.

ACTIVITY 1: (AGED 8+)

Talk to your students to find out which cities and countries they have visited. If you have a world map in the classroom, you can point out to students where these countries are – or get students to point them out. Ask how students knew where to go when they got to the country. Write 'guidebook' on the board and talk with your students about the different sections that you might find in a guidebook (for example, famous sights, transport, eating out, nightlife, etc.).

FOCUS: SPEAKING

ACTIVITY 2: (AGED 10+)

Get your students to look at different examples of guidebooks. You could bring in some printed guidebooks so that students can look through them to see what sections there are and the type of information they can find in each section. You can also look at online guidebooks. A good site is www.lonelyplanet.com, as you can search for countries and find guidebook information. If you want to give students a more structured reading activity – to practise scanning – you could make a worksheet of places and quotes from the website. For example: 'Barcelona: Some of the rooms in this heritage building have balconies with waterfront views'. Students then have to work out that this quote is probably from the 'hotel' section of the guide. When they find the quote they have to write a detail about where it comes from (for this example it is Barcelona, hotels, Hotel Del Mar).

FOCUS: READING

ACTIVITY 3: (AGED 10+)

With the whole class decide which sections they would like in a guide to the town or city where they live. If students live in a variety of locations then choose the town or city nearby that is the most likely tourist destination. Write the sections that the class chooses on the board then divide the class into groups and allocate each group a section of the guidebook.

FOCUS: SPEAKING

ACTIVITY 4: (AGED 10+)

Give each group a large sheet of paper so that they can produce a plan for the section that they have chosen. Get them to discuss their section and then get groups to visit other groups and look at their plans. Get groups to make suggestions to each other about things that could be added to the plan (e.g. places to see: museum, statue, etc.).

FOCUS: SPEAKING AND LISTENING



ACTIVITY 5: (AGED 14+)

Get each group to produce a design for their section for different age ranges (children, teenagers etc.), setting out the main points to be covered in their section. Note that it will be easier to plan what certain age groups can do for some sections more than others – ‘Where to stay’, for example, is going to be more applicable to the whole family – although students may be able to comment on the facilities the hotel has for specific age groups.

FOCUS: PLANNING AND ORGANISATION

ACTIVITY 6: (AGED 10+)

Review the use of modals in relation to the English used in guidebooks, like ‘you must see’, or ‘you should visit’; and imperatives like ‘try the octopus soup!’

FOCUS: LANGUAGE DEVELOPMENT

ACTIVITY 7: (AGED 10+)

Ask your students to write descriptions for the different places that are written on their plan. You may want to put students into pairs for this, or more independent learners may want to work on their own. This could be quite a long activity, so to break it up, you could play a guessing game. At certain points the teacher shouts out ‘Where am I?’ and one student from each group reads out the description they are working on to the rest of the class and the class has to guess where the place is. At this point, the students could be given suggestions on how to improve their descriptions.

FOCUS: WRITING AND SPEAKING

ACTIVITY 8: (AGED 10+)

Students work on producing their section of the guide to their city.

FOCUS: WRITING

ACTIVITY 9: (AGED 10+)

When the sections of the guide are finished, put them together to make a guidebook. Swap guidebooks with your Cambridge English Penfriends partner school (you will first need to match with a partner school).

ACTIVITY 10: (AGED 10+)

Prepare a jigsaw reading activity. This is where groups of students read different parts of the booklet from the other school, then share information in a speaking activity.

FOCUS: READING AND SPEAKING



Project 6: My street (ages 5+)

Description of project: Create a photo story about the people who live in a street and look at how their lives are connected through their hobbies and interests.

Age group: The age groups within this project are very varied, so please check the individual activities to match them to the age of your students. Remember that some of the activities can be adapted to suit younger children.

ACTIVITY 1: (AGED 5+)

Review the language used for describing people. Cut some pictures of interesting-looking people out of some magazines and put them on the whiteboard. Ask your students how they would describe these people. As you establish the structures they need to use, write them on the board (for example: she's got blonde hair; he's wearing brown trousers; he looks friendly). Students then take it in turns to describe another student in the room; the first student to guess who it is puts their hand up. If they guess correctly, it is their turn to describe a student.

FOCUS: LANGUAGE DEVELOPMENT AND SPEAKING

ACTIVITY 2: (AGED 5+)

Prepare a picture of a row of doors with different colours and shapes with different numbers (there should be one door for each pair of students in the class – so for a class of 30, there should be 15 doors). It is a good idea if you can draw these doors on a long piece of paper rather than on the board as students can then add to the picture later in the project. Let each pair of students choose a door. The students then work together in pairs to decide what kind of person lives behind their door. Encourage them to think about the person's appearance and personality.

FOCUS: SPEAKING

ACTIVITY 3: (AGED 7+)

Get the students to walk around the class as the characters they have created. They should introduce themselves to the other students one by one. When they introduce themselves they should describe exactly what they are like, what they are wearing, etc. At the end of the activity, students sit down in their pairs and they talk about who they met, who they liked, etc. They should then decide on two connections that they have with other characters. For example 'Bella is my sister', or 'I go swimming with David'. They then need to agree with the other characters what their connections are (hopefully Bella will want to be your sister, etc.).

FOCUS: SPEAKING AND LISTENING

ACTIVITY 4: (AGED 8+)

As a class, create a list of hobbies and interests for the classroom wall. Focus on vocabulary development. Ask your students to decide on the hobbies and interests of the character they have created in their street and add this to the description of the character. The more unusual and creative the better!

FOCUS: SPEAKING AND WRITING



ACTIVITY 5: (AGED 6+)

Now that students have worked on their character and know them well, get them to decorate the character's front door and draw the house around it. Do they live in a little cottage or is it a big mansion?

ACTIVITY 6: (AGED 9+)

Talk about register: How do people talk to each other if they know each other and are friends? How is this different from people talking to people they don't know? Ask students what register they would use with each of the characters in the street (this would depend on whether or not they have some connection/relationship).

FOCUS: LANGUAGE AWARENESS

ACTIVITY 7: (AGED 9+)

Show students examples of photo stories (from teenage magazines, etc.) and talk about the topics and scenarios these stories usually cover. Give out a photo story with some of the speech bubbles blanked out. Students must read the parts of the photo story that remain and predict the dialogue that is missing.

FOCUS: READING AND WRITING

ACTIVITY 8: (AGED 9+)

Split the class into groups (you could split partners at this point). In their groups students are responsible for the character that they have created for the street. Ask students to think about the relationships between the characters that are in their group. What kind of storyline could there be? Can they plan the plot of a photo story? Some students may not have any problems with this activity but some groups may not have many ideas. The teacher will need to monitor closely and help groups that are struggling, by suggesting some dramatic story lines. For example, Mr X has found some money outside his house. He kept it because he didn't have enough money to pay his rent. Now he has heard that Mrs Y has lost the money she was saving for her grandchild's operation. Mrs M is building a huge playhouse in her back garden. It is starting to block out light to Mr O's garden and he's not very happy about it.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 9: (AGED 9+)

Ask your students to use the plot from Activity 8 to create the actual dialogue for a photo story. Remind them to think about register when they write the dialogue. Students also need to think about the picture that would accompany the dialogue in a photo story.

FOCUS: WRITING, PLANNING, ORGANISATION

ACTIVITY 10: (AGED 7+)

For the next class, ask your students to bring a costume that they think their character would wear. They dress up as their character and take the photos they planned in Activity 9 using a digital camera. Print out the photos, stick them on a large sheet of paper and add the speech bubbles of dialogue. Display the finished photo stories on the classroom walls and enjoy the dramas that other groups have created.

FOCUS: WRITING



Project 7: Our class (ages 10+)

Description of project: Create a 'collage' that represents the connections or common interests students have with each other in the classroom and in daily life.

Age group: All activities are suitable for children aged 10+. Remember that some of the activities can be adapted to suit younger children. For example, for Activity 1, you can show an image of a famous children's programme character and ask them what they would like to know about the character.

ACTIVITY 1:

Pin the photo of a well-known celebrity on the board and ask your students what kind of questions they would like to ask him/her. Review the structures that are needed for interviewing – different types of questions (open and closed); why and when do you use these different types of questions?

FOCUS: LANGUAGE AWARENESS

ACTIVITY 2:

Create a class questionnaire to identify similarities and differences in the class. This should be generated by your students but it could include things like: favourite things; interests; family background; family structure; the places people have visited; dreams and aspirations, etc.

FOCUS: WRITING

ACTIVITY 3:

Set up a mingling activity so that your students can ask other students the questions created in Activity 2. The aim of this activity is to find similarities between students in the class, so it would be good if students could give their questionnaire to several students. Students talk about their results with the class to explain the similarities they have found.

FOCUS: LISTENING, SPEAKING

ACTIVITY 4:

Put the class into groups of three or four students who share a 'connection', as identified in Activity 3. In groups, students should research and identify famous people who share or are related to their connection (they may already know about a celebrity who also has a connection, or they could find one by using a search engine on the internet). Write about this celebrity in English.

FOCUS: RESEARCH, READING AND WRITING

ACTIVITY 5:

Family interviews. Students choose a family member to interview using the class questionnaire. The interview can be conducted in the student's native language, but should be written up in English.

FOCUS: WRITING



ACTIVITY 6:

Back in their groups, students create a diagram summarising the connections they have discovered with each other, famous people and family members.

FOCUS: SPEAKING AND WRITING

ACTIVITY 7:

Each group presents the connections they have found to the class.

FOCUS: SPEAKING

ACTIVITY 8:

Picture research. Ask each group to research images that represent the connections they have found. They can search for photos in books and newspapers, or using a search engine on the internet.

FOCUS: RESEARCH

ACTIVITY 9:

Image selection. Each group selects one image from their research that they think best sums up the connection they have found. This is the image that will be used in the collage in Activity 10. The groups should write a short piece explaining why they have chosen this image.

FOCUS: SPEAKING AND WRITING

ACTIVITY 10:

Create the collage. You could use a real notice board to pin up the images that the class has found. The class talks about the different images that other groups have found. Are any of them connected to each other?

FOCUS: SPEAKING



Project 8: My ideal school (ages 10+)

Description of project: Share information about your school with your partner school (you'll first need to match with a partner school), allowing students to find out about the similarities and differences.

Note: All activities below can be done in groups.

Age group: The majority of the activities are suitable for children aged 10+. Remember that some of the activities can be adapted to suit younger children. For example, for Activity 8 you can prepare the topics for the children to ask their parents.

ACTIVITY 1: (TEACHER ACTIVITY)

Match with a partner school at penfriends.cambridgeenglish.org

ACTIVITY 2: (AGED 12+)

Get your students to think about their ideal school: What would it be called? What kind of school would it be? (Would it be a traditional formal school or a more modern alternative school?) For some examples of alternative schools, look at Jamie Oliver's Dream School on YouTube (note that some of these clips contain strong language so you may want to watch and select a clip beforehand to make sure it is suitable for your class) and at Summerhill School on Wikipedia. What motto would you give your school? For example, 'Knowledge is power' or 'Children should make their own choices'. Is there a uniform and if so, what is it like?

FOCUS: SPEAKING AND LISTENING, READING

ACTIVITY 3: (AGED 10+)

Review some structures that are often used in writing rules ('Students must ...'; 'Students can ...'; 'Students have to/don't have to ...'). In groups, get your students to write a list of 10 rules for their school. Note that these don't have to be traditional rules – they are rules that work for the type of school the group has chosen – so 'Students don't have to do homework' could be a very good rule.

FOCUS: LANGUAGE DEVELOPMENT

ACTIVITY 4: (AGED 10+)

Get groups to draw an organogram for their school (a plan showing the names and job titles for key staff and how they relate to each other). Is there a head teacher or are teachers all at the same level? What other staff work in the school?

FOCUS: SPEAKING AND LISTENING, WRITING



ACTIVITY 5: (AGED 10+)

Ask your students to imagine that they work at their ideal school and they are going to teach a 10-minute lesson. Allow students to work in pairs to plan the lesson that they will give to the rest of the students. Students can teach the class about something they are interested in – they don't have to stick to traditional lesson types. For example, in Jamie's Dream School classes included creating a masterpiece (a work of art), how to argue, breakdancing, etc. The teacher monitors and helps students with their planning.

FOCUS: SPEAKING AND LISTENING (AND PLANNING)

ACTIVITY 6: (AGED 10+)

Each pair gives their lesson. At the end, ask your students to vote on which lesson they enjoyed most. Look at why the best lesson was so successful.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 7: (AGED 12+)

Organise a debate about traditional versus alternative education. One half of the class should argue for traditional education and the other half should argue for alternative education. In order to plan for the debate, get students to look at the strengths and weaknesses of their type of education. Get them to think about how they could turn any weaknesses into strengths. This will help them to argue effectively in the debate.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 8: (AGED 10+)

Ask students to discuss with their parents or grandparents what their school was like when they were children. It would help if students prepared a list of topics before talking to their relatives (e.g. school rules, homework, punishment, etc.). Students then use the topics to draw up a comparison table, comparing the school they go to with their parents'/grandparents' school. Students discuss their findings with the class.

FOCUS: SPEAKING, LISTENING AND WRITING

ACTIVITY 9: (AGED 12+)

Divide your students into pairs, and ask them to discuss their favourite studying techniques and why they are useful.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 10: (AGED 12+)

After all the research and discussions, would the groups change anything about the 'ideal school' that they have designed? Get your students to look at their organograms, their list of rules, mottos, etc. and amend anything that they have changed their mind about.

FOCUS: SPEAKING AND LISTENING



Project 9: Create your own invention (ages 7+)

Description of project: Students create their own invention. Note that for the activities below, students could decide on different categories of inventions (e.g. healthcare, travel, communication) or this can be kept open and general.

Age group: The majority of the activities are suitable for children aged 10+. Activities 3, 4 and 5 are suitable for children aged 7+. Remember that some of the activities can be adapted to suit younger children. For example, for Activity 1, you can ask students to tell you about their favourite inventions (rather than write about them) and you can look up who invented them in Activity 2.

ACTIVITY 1: (AGED 10+)

Ask students to write about their favourite invention of all time and to provide some background information on the inventor on two separate pieces of paper. Students can find detailed information on inventors and inventions on the internet.

FOCUS: WRITING

ACTIVITY 2: (AGED 10+)

Matching activity – pin up the inventors that students have written about on one side of the room and the inventions on the other side. Students have to read the inventions and match them to their inventor.

FOCUS: READING

ACTIVITY 3: (AGED 7+)

Guessing game – write some everyday objects on pieces of paper (e.g. television, computer, mobile phone, cooker/stove). Get your students to take it in turns to pick out one of these pieces of paper. They then describe the object and the other students have to guess the name of the object. You could do this as a game with the whole class or put students into groups and make a few sets of these pieces of paper, one for each group.

FOCUS: SPEAKING AND LISTENING

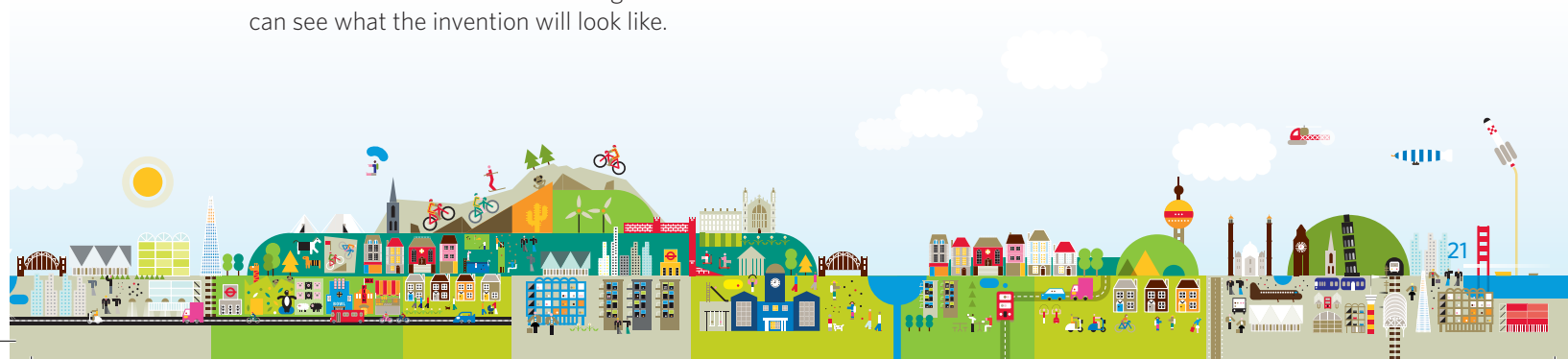
ACTIVITY 4: (AGED 7+)

Put students into groups of three or four and ask each group to think of a new invention. Ask them to draw a picture of their invention and write an explanation of what the invention is for and why it is needed in the world. If students find it hard to think of an invention, then encourage them to think of situations in life that they find annoying. For example, 'I hate it when I find a spider in the bath' – you could design a spider catcher for the bath.

FOCUS: SPEAKING, LISTENING AND WRITING

ACTIVITY 5: (AGED 7+)

Depending on the ability of the class, ask the groups to make a mock-up model of their invention, either with materials in the classroom or with materials that they can find at home. It will obviously be difficult to make a mock-up of some inventions as they may be too technical – students could make a non-working model of their invention in this case so that other students can see what the invention will look like.



ACTIVITY 6: (AGED 12+)

Watch an episode of 'Dragons' Den' on YouTube. One invention that is good to watch is the 'electric egg cooker'. In 'Dragons' Den', inventors demonstrate their invention to a panel of business people; they ask for funding in return for a percentage share of their company. The teacher could make a worksheet for the students to complete while watching this, focusing on key information about the product and key questions that the business people ask.

FOCUS: LISTENING

ACTIVITY 7: (AGED 12+)

Ask your students to imagine that they are going on 'Dragons' Den' to present their invention. They need to write a brief business plan that includes the following: how much money they need to launch their product; what they would spend this money on; how they would market their invention; if they would have any special offers; where they would sell it; how much money they think the product could make.

FOCUS: SPEAKING AND WRITING

ACTIVITY 8: (AGED 12+)

Get the different groups to present their invention to the class. They should talk about how they came up with the idea, what the invention does and why people will want to buy it. They may also be able to demonstrate their idea with the model they have made. Depending on the ability of the class, you could do this as a 'Dragons' Den' type activity – the group could say what kind of funding they are looking for in return for what percentage stake in the company. The other groups could be the 'Dragons' – following the presentation the other groups could question the inventors about their product and their business plan, etc. After the inventors have answered the questions, each group says whether they would like to invest or not (whether they are 'in' or 'out'). If they want to invest they need to say what amount they would give in return for what percentage of the company. The winning invention is the one with the best business deal. If possible, film this activity so the students can watch their presentations.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 9: (AGED 12+)

If you have filmed the presentations, play the film back to your class and to another class in the school. Get the other class to vote on which invention they think is best – they could mark each group on the following categories: usefulness of invention; how convincing the invention is; how practical it is to make; how good the presentation was overall.

FOCUS: LISTENING

ACTIVITY 10: (AGED 10+)

Ask each student to choose their favourite invention from the class and write a 100-word article to promote this invention in a local newspaper.

FOCUS: WRITING



Project 10: Away from home for one year (ages 8+)

Description of project: Students plan what they would do on a year-long trip away from home.

Age group: The age groups within this project are very varied, so please check the individual activities to match them to the age of your students. Remember that some of the activities can be adapted to suit younger children.

ACTIVITY 1: (AGED 8+)

Students have 2 minutes to think about and make some notes on the best holiday they have ever been on. They can talk about where they went, who they went with, what they saw and why it was the best holiday. Ask each student to tell the class everything about their holiday apart from the destination, and get other students to guess this when they are listening.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 2: (AGED 10+)

Students work in groups of three or four with a map of the world. Ask them to imagine that they are going to travel around the world for a year. They need to decide together which countries they are going to visit. They can add comments on their maps or make a wish list of particular places that they would like to go to and things they would like to see and do there (for example, go to Australia so we can go snorkelling at the Great Barrier Reef).

FOCUS: SPEAKING AND LISTENING

ACTIVITY 3: (AGED 14+)

What would students need to do before they went away? Ask the groups to make a list of all the things that they would need to do before they could take such a long holiday. For example, rent out my flat, cancel my English course.

FOCUS: SPEAKING AND WRITING

ACTIVITY 4: (AGED 8+)

Organise your students into groups and ask them to talk about what they would miss if they were away from home for a year. Is there some food and drink that they would find it hard to live without? Are there people who they talk to or see all the time that they would really miss? How would they cope? Would they have to adapt their behaviour for the year?

FOCUS: SPEAKING AND LISTENING

ACTIVITY 5: (AGED 10+)

Get the groups to think about all the things they would need to pack if they were going away for a year. They must be able to fit everything for their trip in a small suitcase or a backpack. How many clothes will they take and what kind? This is an opportunity for vocabulary input for lower levels – toothbrush, pyjamas, passport, etc. For a searchable listing of words and phrases in English, use the free English Vocabulary Profile at www.englishprofile.org

FOCUS: SPEAKING AND LISTENING, VOCABULARY



ACTIVITY 6: (AGED 12+)

In the groups, each student chooses one destination on the year-long trip that they would like to research and tell the others in their group. They research some things about that country – for example, the national food, the currency, the customs, special days, etc. They can make a poster about their destination and show the others in their group.

FOCUS: READING AND WRITING

ACTIVITY 7: (AGED 12+)

Put the posters up on the wall and create a worksheet of questions that students need to find the answers to. It's a good idea to start each question with 'Where ...?' so that the answers will be the names of countries. For example, 'Where can you eat curry?'

FOCUS: READING FOR SPECIFIC INFORMATION

ACTIVITY 8: (AGED 12+)

In their groups, students create their own mini 'phrasebook', with the words, phrases, sentences and questions (in English) that they feel would be most useful on their trip. For a searchable listing of words and phrases in English, use the free English Vocabulary Profile at www.englishprofile.org

FOCUS: VOCABULARY, LANGUAGE DEVELOPMENT

ACTIVITY 9: (AGED 12+)

Students become travel agents. Put the groups at different tables around the room with their posters and world maps. Invite another class in and let them go around the room in groups talking to the 'travel agent' groups about the trip they have planned; the 'travel agent' students have to really 'sell' their trip by telling the others about all the exciting things they will do and explaining why the countries they have chosen will be really great – they can mention all of the details they have found about the food, customs, etc. You may want to set up this activity in a similar way to speed dating (where groups from the other class get 3 minutes to talk to a group of travel agents before moving on to the next group). When the students from the other class have heard about all of the different trips, they have to decide which trip they would like to go on. The group with the most people interested in their trip is the winner.

FOCUS: SPEAKING AND LISTENING

ACTIVITY 10: (AGED 12+)

Students in each group write an imaginary diary entry for their first, second and 100th day on the trip. Alternatively, each member of the group writes about a different day of the trip and shares this with their teammates.

FOCUS: WRITING AND READING







We are really excited about receiving
your competition entry – good luck in the
competition!



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